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ABSTRACT

This document sets forth the state goals for learning in the area of physical development and health for elementary and secondary students in Illinois. The final objective of this schooling is to provide students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination, and leisure skills. As a result of their schooling, students should be able to: (1) understand the physical development, structure and functions of the human body; (2) understand the principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development; drug use and abuse, and the prevention and treatment of illness; (3) understand consumer health and safety, including environmental health; (4) demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance; (5) plan a personal physical fitness and health program; (6) perform a variety of complex motor activities; and (7) demonstrate a variety of basic life-saving activities. General knowledge and skills related to each goal are outlined, and sample learning objectives are listed for grades 3, 6, 8, 10, and 12. (JD)

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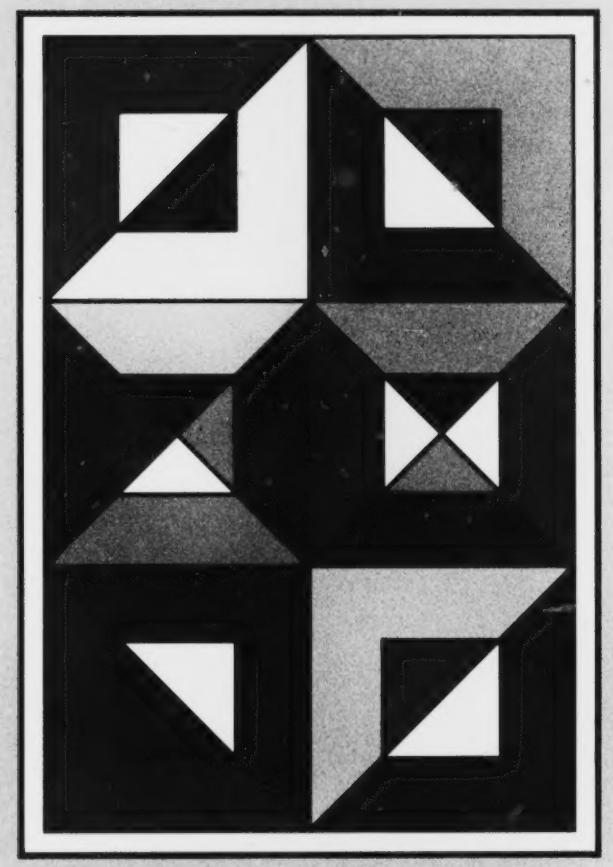
STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES



PHYSICAL DEVELOPMENT AND HEALTH

SP 028 274

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STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES

PHYSICAL DEVELOPMENT AND HEALTH

GRADES 3, 6, 8, 10, 12

Illinois State Board of Education
Department of School Improvement Services

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

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State Superintendent of Education

INTRODUCTION

The 1985 educational reform legislation addressed nearly every aspect of schooling and provided a unique opportunity for local school districts and the State Board of Education to work cooperatively to improve education in Illinois. One of the most important pieces of the legislation, one which has long-range implications for learning and teaching in Illinois schools, provides for the development of learning goals and assessment systems at both the state and local levels.

Legislative Requirements

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals for learning be identified and assessed. Specifically, the law requires the following:

The State Board of Education must establish goals consistent with the primary purpose of schooling. The legislation defines the primary purpose of schooling as the transmission of knowledge and culture through which children learn in areas necessary to their continuing development: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health.

Local school districts must establish student learning objectives which are consistent with the primary purpose of schooling and which meet or exceed goals established by the State Board.

School districts must also establish local goals for excellence in education.

The State Board must establish assessment procedures for local school districts. This includes the establishment of a common month for testing in each school year, the development of state test items to be included along with each of the district assessments, and the development of model assessment procedures which school districts may elect to use.

School districts must assess student learning to determine the degree to which local goals and objectives are being met. This assessment is required at least at grades 3, 6, 8 and 10, with the initial year for assessment staggered according to learning area and grade level.

School districts must develop local plans for improvement in those areas where local goals and objectives are not being met.

School districts must disseminate the local goals and objectives to the public, along with information on the degree to which they are being achieved and, if not, what appropriate corrective actions are being taken by the district.

The State Board must approve the local school district objectives, assessment systems, plans for improvement, and public reporting procedures.

The intent of these requirements is to put into place a system which will assure, to the maximum extent possible, that elementary and secondary school students learn what the state and local communities regard as important.

Purpose of this Publication

During the next several years, beginning in 1987, school districts will be required to submit their objectives for student learning to the State Board of Education. These objectives must meet or exceed the State Goals for Learning and must also identify local goals for excellence in education. The purpose of this publication is to provide assistance to local school districts in fulfilling these requirements.

This document is part of a series of six publications, one for each of the primary learning areas stated in the law. It identifies State Goals for Learning in a specific learning area* and a sample set of district-level learning objectives which are in our view consistent with those Goals. School districts have the option to adopt or adapt these objectives for local use or to develop a completely different set which is consistent with State Goals and is based on their view of local needs and conditions.

State Goals for Learning vs. District-Level Learning Objectives

The legislation adopted in the summer of 1985 required the State Board of Education to adopt State Goals for Learning in each of the six primary areas identified in law: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. With the assistance of a committee chaired by Dr. John Corbally and representatives of education, business and the general public, the State Board completed this task in October 1985.

The State Goals for Learning are broadly stated, relatively timeless expressions of what the State of Illinois wants and expects its students to know and be able to do as a consequence of their elementary and secondary schooling. They are terminal goals--that is, they identify what students are expected to know by the time they complete their elementary and secondary

* State Goals for Learning in all six learning areas are found in Appendix A.

education. The state's interest is focused less on when or how the desired knowledge and skills are acquired than on the ultimate results of local efforts. Therefore, each local school district will be given the maximum flexibility allowed by law for deciding when and how they wish to approach the teaching of various skills and understandings.

The State Goals for Learning should not be confused with graduation requirements; they are statements of the expectations which are held for all Illinois students. Some students will far exceed them. Others may not achieve them initially, but that reality should not lessen the expectations or the efforts expended on improving their performance. Local schools will be expected to adjust programs and allocate resources in a manner which is consistent with achievement of the desired level of student learning.

Local school districts are required to develop, and submit for approval by the State Board of Education, local learning objectives which meet or exceed the State Goals for Learning. These district-level objectives will identify the learning outcomes expected for students in their schools and are, in effect, the district goals for learning.

Like the State Goals for Learning, district-level objectives are intended to represent terminal goals for elementary and secondary schooling. This means that the process of developing district-level objectives should begin with the identification of objectives which define the learnings expected of students by the time they complete schooling. These then become the framework within which a school district identifies the progression of learning for its students.

It should be emphasized that because the State Goals for Learning represent end-point expectations, it will be necessary for elementary and secondary schools to be in close communication during the development of local district objectives.

Sample Learning Objectives

The sample set of district-level learning objectives presented in this publication was developed as a means of providing assistance to districts in the development of their own objectives.

The State Goals for Learning were deliberately stated in broad, general terms so that districts would have a large degree of latitude in developing instructional strategies and having their objectives reflect such local considerations. These sample district-level objectives provide one of the many possible sets of objectives which are consistent with the State Goals for Learning. Districts could choose to adopt these sample objectives as their own, although we would assume that none would do so without due consideration of local conditions and needs and an appropriate process of thoughtful review. Districts could also adapt these sample objectives to correspond to their own views. The approach we suggest is for school districts to use this sample set of learning objectives as a guide to assist them in their efforts to develop local district learning objectives.

This sample set of district-level learning objectives was developed with the assistance of an expanded version of the committee which helped to develop the State Goals for Learning and a technical writing committee. A draft document was provided to school districts in the spring of 1986, and after an intensive period of review and analysis, revisions were made. This final version represents the perceptions and comments of many thousands of Illinois citizens and educators.

The sample learning objectives for grades 3, 6, 8, 10 and 12 describe learnings which are in our view consistent with the State Goals for Learning. Although these sample objectives identify specific expectations, district objectives for grades 3, 6, 8, and 10 do not necessarily have to correspond. State Board approval of local objectives will be based on compatibility with the State Goals for Learning, not these sample objectives.

Some additional comments about what these sample district-level learning objectives are, and are not, intended to do.

1. They are not intended to specify instructional delivery systems. Although the objectives are listed in fundamental learning areas closely related to traditional course offerings or specific areas of the curriculum, it should be emphasized that the learnings can appropriately occur in a number of places in the curriculum. The focus is on student learning, not course offerings. Naturally, a student must have opportunities to learn the knowledge indicated or the skill specified in the objectives, but such activities do not of necessity have to occur within the learning area in which it is listed.

2. The number of sample learning objectives shown for a particular learning area is not intended to suggest the relative amount of instructional time which should be given to that area. Time allocations will vary for a variety of reasons totally unconnected to the length of a list of objectives.

3. The sample learning objectives identify behavior or knowledge in more general terms than those expected to be used in local district instructional objectives. The establishment of definitions at that more specific level is left to local discretion.

4. The sample objectives are intended to reflect a progression of learning which is consistent with learning theory and human development. Wherever possible, the sample objectives present a range of cognitive levels within a grade level. Learning sequences generally emphasize higher cognitive levels as grade levels increase from grade 3 to grade 12. However, some learning objectives remain the same from grade to grade--that is, objectives do not present a cognitive sequence that increases in difficulty across grade levels. Rather, these objectives imply an increase in the complexity and sophistication of learning materials and other stimuli appropriate to the developmental stage of the student.

5. The samples presented in this document do not cover all possible cognitive levels and learning sequences necessary for effective teaching and instruction. However, the samples are intended to present a broad picture of the knowledge and skills which meet the State Goals for Learning, without specifying the instructional activities necessary to achieve these learnings.

6. The sample learning objectives are not intended to reflect measures of student achievement or to prescribe instructional methods. Local curricular and instructional designs, course offerings, textbooks and materials, and other adjuncts to teaching and learning are determined locally. This Learning Outcome/Assessment program will not change that practice.

7. Although the State Goals for Learning and the sample learning objectives are identified within a specific area of learning, it is hoped that as local school districts develop their own objectives, they will consider the need to assure that students integrate knowledge and understand the interrelationships of the learning areas.

8. Although each district's objectives will serve as the basis for its district-level assessment program, these sample learning objectives are not the framework or basis for state assessment items. State assessment will be based on the more general areas defined in the State Goals for Learning.

Publication Format

In this publication, all of the State Learning Goals for this fundamental area of learning are listed in Section II. In Section III, the State Goals are listed with the general knowledge and skills which are related to each goal.

Section IV contains the sample learning objectives related to each Goal and keyed to the general knowledge and skills areas. The capital letter before each objective refers to the general knowledge and skills area. The objectives are numbered consecutively by each area. For example, sample learning objective D2 relates to the general knowledge and skills statement D and is the second sample objective listed for this grade level in this area. In this way, districts can reconstruct the progression used in developing the sample learning objectives. Each grade designation of sample learning objectives begins on a separate page so that all of the sample learning objectives for a particular level can be aggregrated.

Included in the Appendix are the State Goals for Learning for all of the six fundamental areas of learning and answers to some of the most frequently asked questions about this program.

Physical Development and Health

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PHYSICAL DEVELOPMENT AND HEALTH

Physical development and health is concerned with the total well-being of students. This learning area encompasses interrelated studies in health and physical education programs and involves the cognitive and psychomotor domains. Basic concepts in physical development and health provide students with knowledge, skills, and experiences in body development, opportunities for obtaining and assessing their individual skills, opportunities for developing personal health/fitness plans, and skills and strategies in activities for lifelong participation and maintenance of wellness.

The State Goals for Learning and sample learning objectives for Illinois students have been developed using two primary resources: Basic Stuff Series (1981. Reston, Virginia: American Alliance for Health, Physical Education, Recreation and Dance) and Promoting Program Excellence in Physical Education and Health: I.A.H.P.E.R. Pupil Performance Statements and Assessment (1983. Normal, Illinois: Illinois State University). Other national reports also provided a resource base for the sample learning objectives. For example, a report from the Surgeon General listed several objectives to be attained by 1990 for health, exercise and fitness (U.S. Department of Health and Human Services. 1980. Promoting Health/Preventing Disease: Objectives for the Nation. Washington, D.C.: Government Printing Office). The report, National Children and Youth Fitness Study, generated data on the fitness and activity of students in grades five through twelve in the United States (National Children and Youth Fitness Study. 1985. Springfield, Virginia: National Technical Information Service). These resources suggest that many young people are not engaging in regular, vigorous, physical activity which is necessary to maintain an effectively functioning cardiorespiratory system and that students who participate for a greater time and in a greater variety of activities score higher on fitness tests. In addition, J. Michael McGinnis, Deputy Assistant U.S. Secretary for Health, said, "Health-related behaviors directly influence the cognitive performance of students and, consequently, educational achievement. Unless a child is alert, healthy, well-fed and fit, you cannot teach that child those subjects traditionally called basics" (Pine, Patricia. 1985. Promoting Health Education in Schools--Problems and Solutions. American Association of School Administrators).

Local schools developing objectives in physical development and health should understand that physical fitness, motor skill development, general well-being and health promotion are the essential components of this area of learning and that physical fitness must be developed through careful planning of specific activities and exercises in addition to basic skills, sport, and game development.

PHYSICAL DEVELOPMENT AND HEALTH

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

State Goals for Learning

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;
- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;
- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

Physical development which is dependent upon changes in the structure and functions of the body is directly related to motor behavior which changes over time. Individual developmental changes bring about changes in abilities to interact successfully with the environment.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 1

The following knowledge and skills are related to this State Goal for Learning:

A Immediate and long-term effects of exercise and lack of exercise on the circulatory, respiratory and muscular systems of the body.

B Physical fitness vocabulary associated with cardiorespiratory efficiency, flexibility and muscular strength and endurance.

C Concepts and vocabulary associated with body awareness, space awareness, and quality of movement.

D Biomechanical principles necessary for safe and improved physical performance.

E Basic structures and functions of the body and how they influence safe and skillful performance.

F Basic concepts of human growth and development during the following stages: pre-natal, infancy, childhood, adolescence, adulthood, and the aging.

G Basic human anatomy and physiology as it relates to health and disease.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

Good health and physical well-being are dependent upon a knowledge and understanding of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 2

The following knowledge and skills are related to this State Goal for Learning:

A Effects of cooperation and emotional control on physical performance.

B Basic principles of exercise physiology and how they relate to cardiorespiratory efficiency, flexibility and muscular strength and endurance.

C Selected skills and activities which contribute to physical fitness.

D Principles of exercise physiology and training in relationship to the development of personal physical fitness.

E Relationships between emotional control and stress associated with physical performance.

F Proper diet and changing balances in special conditions.

G Health problems of development and disease resulting from faulty nutrition.

H Effects of regular exercise on emotional, physiological and social well-being.

I Differences between stress and distress.

J Healthy and unhealthy responses to stress and their relationship to physical and mental illness.

K Behaviors which promote self-esteem without being destructive to self or others.

L Community agencies providing personal and family assistance for mental and emotional problems and chemical use and abuse.

M Development of positive self-concept and how it relates to physical and emotional variations and interpersonal relationships.

N Causes of child abuse and the methods of prevention.

O Motives for use and non-use of chemical substances and their alternatives.

P Effects of drug-related behaviors on physical, mental, and social well-being.

Q Effects of various lifestyles on well-being.

R Signs and symptoms indicating the need for professional medical attention.

S Health agencies and the type of medical personnel providing services for prevention and treatment of disease.

T Causes and methods of preventing common communicable and noncommunicable diseases, including dental disease.

U Effects of certain diseases on society.

V Characteristics of mental health and mental illness.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

The continued development of physical performance capabilities provides for participation in ever-changing environments demanding new safety skills.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 3

The following knowledge and skills are related to this State Goal for Learning:

A Safe and appropriate use of equipment in physical activities.

B Essential criteria for selecting fitness and sports products and services.

C Local, state and federal agencies providing consumer fraud information and assistance.

D Criteria for selecting health-care practitioners and products.

E Advertising strategies used in the sale of health products.

F Evaluation of the contents of health products.

G Safety procedures at home, workplace, school, and recreation sites for the prevention of fires, poisoning, drowning, and other accidents.

H Vehicular safety procedures.

I Appropriate emergency agencies and phone numbers.

J Safety procedures that help in preventing child abduction.

K Hazardous environmental substances and the efforts to control them.

L Effects of human relationships with the environment on lifestyles in the present and in the future.

M Relationships between population and resources.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

Basic skills are essential for successful and safe participation in a variety of activities and serve as a foundation for complex movement patterns. Success in skill performance is dependent upon the development of selected aspects of fitness. Continued maintenance of physical fitness is essential for good health and well-being.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 4

The following knowledge and skills are related to this State Goal for Learning:

A Movement qualities of time, force, flow and space demonstrated in a variety of patterns.

B Basic components of selected physical skills.

C Traditional and creative types of movement demonstrated in response to a variety of rhythms.

D Ability to perform basic locomotor skills and nonlocomotor movements.

E Ability to balance in a variety of physical positions.

F Various eye-hand and eye-foot propelling and receiving skills while stationary and moving.

G Demonstration of various skills and activities appropriate to developing cardiorespiratory efficiency, flexibility and muscular strength and endurance.

H Basic skills of various informal games, activities and sports.

I Demonstration of a sequence of physical activities appropriate to develop cardiorespiratory efficiency, flexibility, muscular strength and endurance.

J Scientific principles of growth, development and movement applied to various physical activities.

K Demonstration of various skills necessary to participate in life-long games, sports and other physical activities.

L Concepts of physical well-being and the role of exercise in personal lifestyle.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

These components of a sound personal fitness and health program include diet, frequent progressive vigorous exercise, regular medical and dental care, stress management, positive work and leisure activities and habits, and interpersonal experiences.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 5

The following knowledge and skills are related to this State Goal for Learning:

A Development, improvement and maintenance of personal physical fitness through a program based on principles of exercise and concepts of well-being.

B Development of a personal health plan that will contribute to general health and well-being.

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

Ability to perform more complex movement patterns improves with maturation. Motor learning of complex activities depends upon the ability to analyze, evaluate and integrate information into more successful performances.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 6

The following knowledge and skills are related to this State Goal for Learning:

A Basic safety practices demonstrated during participation in physical activities.

B Evaluation of personal performance in selected physical activities.

C Ability to combine locomotor, nonlocomotor and manipulative skills into movement sequences.

D Selected traditional and creative movement patterns and structured rhythmic activities demonstrated in response to various accompaniments.

E Appropriate rules, strategies and skills applied in selected games, activities and sports.

F Basic skills applied in a variety of games.

G Ability to participate in a variety of complex activities and sports.

H Basic principles of psychology necessary for optimal physical performance in complex motor activities.

I Difference between efficient and inefficient movements in complex physical activities.

J Ability to adapt acquired complex motor skills into new movement patterns.

K Biomechanical principles applied to improve performance in selected complex motor activities.

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

Participation in daily living tasks and a variety of movement activities demands the awareness and development of basic life survival skills.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 7

The following knowledge and skills are related to this State Goal for Learning:

A Demonstration of life-safety skills of climbing, lifting, carrying, pushing, pulling and falling.

B Rescue skills appropriate to various life-threatening situations.

C Essential skills and procedures for use in life-threatening situations.

D Sources of training for cardiopulmonary resuscitation.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 3, students should be able to:

Physical Development

A1. Identify the immediate effects of vigorous exercise on the heart, lungs and muscles.

B1. Identify the most common components of physical fitness.

C1. Know how to assume a variety of body positions at various levels.

C2. Know how to achieve balance by using a variety of different stationary body positions.

C3. Know how to transfer body weight in a variety of ways while traveling.

C4. Know how to control direction, pathways, speed and force.

Health

G1. Know the major changes that occur in the growth and development of a child.

G2. Recognize roles that various members perform in the family unit.

G3. Know physical traits that can be inherited from parents.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 6, students should be able to:

Physical Development

B1. Identify body systems related to cardiorespiratory efficiency and muscular strength and endurance.

B2. Identify the benefits of cardiorespiratory efficiency, flexibility and muscular strength and endurance.

D1. Know the movement principles involved in producing and absorbing force and maintaining stability.

D2. Know correct body alignment while sitting, walking and standing.

Health

F1. Recognize the characteristics of development and roles of maturation that occur in pre-natal, infant, childhood, and adolescent stages.

F2. Recognize the various responsibilities each family member assumes in the family unit.

F3. Know personal and social problems common to the adolescent stage of life.

F4. Recognize consequences of mature and immature behavior.

G1. Know the effects of common diseases that affect the normal functioning of an individual.

G2. Know the major role of the endocrine glands in maturation.

G3. Know the basic parts of the major body systems.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 8, students should be able to:

Physical Development

A1. Know how to evaluate personal fitness.

D1. Know how movement principles of force and stability affect safety and performance.

E1. Know the effects of exercise on the functions of the body.

E2. Identify unique physiological and anatomical characteristics which influence performance in sports and physical activities.

E3. Analyze effects of diet on performance.

E4. Know the factors influencing body temperature while performing.

Health

F1. Understand factors that may affect heredity.

F2. Know the major stages of pre-natal development.

F3. Understand environmental factors that influence the development and growth of the fetus, infant, and child.

F4. Know developmental changes in the adolescent caused by the endocrine glands.

F5. Understand social and emotional changes that occur during adolescence.

F6. Identify changes that occur during adolescence, middle age and the aged.

F7. Recognize practices that contribute to healthy aging.

F8. Understand death as it relates to culture and tradition.

F9. Identify behaviors associated with terminal illness.

G1. Know the names of glands and hormones and their functions.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 10, students should be able to:

Physical Development

A1. Understand the effects of various kinds of strength training.

A2. Evaluate personal strength, flexibility, aerobic capacity and the influence of exercise.

A3. Understand the effects of adequate body strength, muscular endurance, flexibility, and aerobic capacity on the body.

E1. Know physical endurance events, strength events and flexibility activities commensurate to an appropriate training level.

E2. Understand the effects of nutrition and drugs on performance.

Health

F1. Understand the function of the placenta, umbilical cord and amniotic sac during human development.

F2. Know signs that indicate the presence of pregnancy.

F3. Identify signs of difficulty requiring medical care during pregnancy.

F4. Recognize ways a pregnant woman can positively influence the pre-natal development of the child.

F5. Know various types and stages of birth.

F6. Recognize some birth defects.

F7. Know how the endocrine system influences growth and development.

F8. Understand the behaviors associated with the stages of terminal illness.

F9. Know methods of care for the terminally ill.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to understand the physical development, structure and functions of the human body.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 12, students should be able to:

Physical Development

A1. Understand the immediate and long-term effects of exercise and lack of exercise on the circulatory, respiratory and muscular systems of the body.

B1. Know the physical fitness vocabulary associated with cardiorespiratory efficiency, flexibility and muscular strength and endurance.

C1. Know the concepts and vocabulary associated with body awareness, space awareness and quality of movement.

D1. Know the movement principles necessary for safe and improved physical performance.

E1. Understand how the basic structure and function of the body influence safe and skillful performance.

Health

F1. Understand the basic concepts of human growth and development during the following stages: pre-natal, infancy, childhood, adolescence, adulthood, and the aging.

F2. Know the sequence of events in the development of human life.

F3. Understand the skills and attitudes needed to be an effective parent.

G1. Understand basic human anatomy and physiology as they relate to health and disease.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 3, students should be able to:

Physical Development

A1. Perform a variety of activities that require cooperation, direct physical assistance and partner relationships.

C1. Know activities which contribute to endurance, flexibility and strength.

M1. Know that winning, improving and enjoying are measures of success in physical activities.

Health

F1. Identify foods associated with the four basic food groups.

F2. Understand the importance of eating nutritious meals.

F3. Identify food combinations that provide a balanced diet.

K1. Know the factors that influence a positive self-esteem.

K2. Understand one's importance as an individual.

K3. Recognize that all people are unique.

K4. Know how to enhance self-concept.

O1. Identify common hazardous substances used in daily life.

O2. Understand why adults should keep drugs out of the reach of children.

O3. Understand problems created by the use of tobacco, alcohol, and other misused substances.

R1. Recognize the difference between illness and health.

R2. Know common signs of illness.

T1. Identify the differences between communicable and noncommunicable diseases.

T2. Understand ways to prevent the spread of communicable diseases.

T3. Know proper dental care.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 6, students should be able to:

Physical Development

B1. Know the difference between static and dynamic stretching.

B2. Explain how stretching improves flexibility.

B3. Know the difference between muscular strength and muscular endurance.

C1. Demonstrate skills and activities which improve and maintain cardiorespiratory fitness, muscular strength, flexibility and body composition.

Health

F1. Recognize the basic nutrients for good health.

F2. Know how to choose a properly balanced meal.

F3. Know the major parts of the digestive system.

G1. Recognize how the quality of nutrition depends on eating habits.

G2. Understand how overeating foods with limited nutritional value is related to problems with growth and development.

G3. Know how the improper intake of certain vitamins may cause disease.

H1. Understand the relationships of physical, mental and emotional health to healthy body functions.

H2. Understand how exercise affects emotions.

K1. Know basic human needs and relate them to self-esteem.

K2. Understand the importance of having a positive self-concept.

K3. Understand the factors contributing to self-concept.

L1. Know several community agencies that deal with drug-related problems.

M1. Understand the difference between positive and negative social behaviors.

N1. Know various types of child abuse.

N2. Know community agencies that provide professional help to child-abuse victims.

O1. Know effects of tobacco and alcohol use on the body.

O2. Know various types of treatment of alcoholism.

O3. Understand how alcoholism and other chemical dependency can affect the family unit.

P1. Understand how drug abuse may affect the members of our society.

Q1. Recognize the effects of diet on an individual's well-being.

Q2. Understand factors that contribute to a positive lifestyle.

R1. Know symptoms of infection in the body.

R2. Recognize when a person should seek medical advice.

T1. Know several communicable and noncommunicable diseases.

T2. Identify factors that may cause the spread of disease.

T3. Know ways to prevent the spread of diseases.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 8, students should be able to:

Physical Development

B1. Know the effects of overload, specificity, frequency, duration, intensity on aerobic and anaerobic training.

B2. Know how muscle energy is developed.

B3. Know the structures in the body which control flexibility.

B4. Know the changes in heart, lung, muscle, bone and connective tissue resulting from physical exercise.

C1. Know the contribution of appropriate skills and activities which promote cardiorespiratory fitness, muscular strength, flexibility and body composition.

Health

F1. Recognize the relationship between caloric intake and growth.

F2. Identify the function and source of each nutrient.

F3. Understand the function of each part of the digestive system.

F4. Understand the importance of a balanced diet to the adolescent's development.

G1. Understand common eating disorders among adolescents.

G2. Recognize potential outcomes of obesity.

G3. Understand the potential hazards of an excessive use of nutrients as they relate to disease.

H1. Understand the effects of being physically fit on mental and social health.

H2. Know the relationships among exercise, cardiovascular disease, and weight control.

I1. Identify sources of stress for the adolescent.

J1. Understand healthy and unhealthy responses to stress.

J2. Understand stress as it relates to suicide and physical and mental illness.

K1. Understand the basic human needs and their relationship to self-esteem.

K2. Understand how use of defense mechanisms relate to self-esteem.

K3. Recognize situations which require decisions that may affect well-being.

K4. Know and analyze alternative solutions to problems.

L1. Know community agencies specializing in the treatment of mental and emotional problems.

L2. Know services provided by substance-abuse agencies.

M1. Understand how gender-role stereotypes can influence behavior.

M2. Understand how physical characteristics play a role in the development of self-concept.

M3. Understand the relationships between self-concept and environmental influences.

N1. Know the causes of child abuse.

N2. Understand why the child is not responsible for child abuse.

N3. Know local sources of help for abused children.

O1. Recognize factors that influence decisions about the use of chemical substances.

O2. Identify alternatives to chemical use in meeting basic needs.

P1. Know the major classes of drugs and their physical effects on the body.

P2. Understand the social and emotional consequences of drug abuse.

P3. Understand the hazardous effects of social drugs.

P4. Recognize symptoms of physical and psychological addiction.

Q1. Identify factors that constitute a healthy lifestyle.

Q2. Know the effects of inadequate exercise on lifestyle.

R1. Know symptoms of an infection in the body.

R2. Recognize symptoms of disease as it relates to body systems.

R3. Know the warning signs of cancer.

R4. Know symptoms of diabetes.

S1. Identify local health agencies that treat disease.

S2. Recognize medical personnel and the types of service they provide.

S3. Recognize health agencies that deal primarily in the prevention of disease.

T1. Understand how pathogens cause and spread communicable diseases.

T2. Know the causes and the risk factors associated with major noncommunicable diseases.

T3. Recognize preventive measures that reduce the risk of developing communicable and noncommunicable diseases.

T4. Know the causes of dental disease and describe preventive health practices.

U1. Know diseases that have had major effects on mankind.

U2. Identify the major causes of death ten years ago versus those of today.

V1. Know characteristics of mental illness.

V2. Know factors that influence mental illness.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 10, students should be able to:

Physical Development

D1. Understand principles of a training program for development and maintenance of cardiorespiratory endurance, muscular strength and endurance and flexibility.

D2. Know the comparative energy expenditure of selected physical activities.

D3. Identify a training program for improving body composition.

E1. Understand the competitive process and its effects on emotions.

E2. Understand the influences of physical activity on stress control.

E3. Contrast aggressive behavior with aggressiveness.

E4. Identify coping mechanisms for controlling stress.

E5. Understand the influences of stress on performance of selected sports and activities.

Health

F1. Understand nutritional concepts used in selecting balanced meals.

F2. Understand the relationships between caloric intake and growth.

F3. Recognize the changing nutritional needs from adolescence through adulthood.

G1. Understand the relationships between diet and cardiovascular disease.

H1. Know the importance of warm-up, cool down, and target heart rate.

H2. Understand the difference between health-related and skill-related fitness.

I1. Know the types of stress.

J1. Understand the relationships between adolescent stress and suicide.

J2. Know possible causes and symptoms of adolescent suicide.

J3. Know constructive ways of coping with stress.

K1. Recognize the relationships between self-esteem and personality development.

K2. Understand behaviors associated with defense mechanisms.

K3. Know characteristics of a mentally healthy person.

K4. Know basic steps in problem solving related to health issues.

K5. Know how to seek information relevant to making decisions regarding health practices.

K6. Understand how individual responsibility relates to decision making.

L1. Understand the function of community agencies which specialize in the treatment of mental and emotional problems.

L2. Know the steps one must take to enter a local drug treatment program.

M1. Understand how self-concept influences interpersonal relationships.

M2. Know parenting skills that contribute to positive self-concepts in children.

M3. Understand the importance of verbal and nonverbal communication.

N1. Distinguish among the types of child abuse.

N2. Evaluate factors that are associated with child abuse.

N3. Know characteristics of an abused child and of an abusive adult.

N4. Identify community agencies that can provide counseling for child abuse.

O1. Know common reasons people give for choosing to use chemical substances.

O2. Understand how the decision-making process relative to substance use can be influenced by peers.

O3. Know positive alternatives to substance use in meeting human needs.

P1. Know the basic effects of different chemical substances on the body.

P2. Know the effects of smoking and chewing tobacco on the body and know diseases related to tobacco use.

P3. Understand the effects of alcohol on mental functioning as blood alcohol levels rise.

P4. Know symptoms of alcoholism.

P5. Recognize behaviors commonly seen in chemically dependent people.

P6. Know physiological dangers of methods of illicit drug administration.

Q1. Know the relationships between a stressful lifestyle and disease.

Q2. Know lifestyles that contribute to the spread of communicable disease.

Q3. Recognize how choices in male and female relationships can affect future well-being.

Q4. Relate the importance of an adequate amount of sleep to a healthy lifestyle.

R1. Know symptoms of disease associated with the body systems.

S1. Identify local hospitals and clinics where treatment for disease can be obtained.

T1. Know the stages of a communicable disease.

T2. Know pathogens causing communicable disease and explain how they are spread.

T3. Know ways to reduce the spread of communicable disease.

T4. Know the body's lines of defense against disease.

T5. Identify the vaccines that adolescents and adults should have been given.

T6. Recognize possible complications of selected communicable diseases.

T7. Know reproductive diseases, their symptoms, and methods of prevention.

T8. Know risk factors for cardiovascular disease.

T9. Recognize methods of detecting cancer.

U1. Know the effects of today's communicable disease epidemics on society.

U2. Understand the effects of major epidemics throughout history.

V1. Know major characteristics of mental health.

V2. Analyze factors contributing to mental illness.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 12, students should be able to:

Physical Development

A1. Understand how cooperation and emotional control affect physical performance.

B1. Understand how basic principles of exercise physiology are related to cardiorespiratory efficiency, flexibility and muscular strength and endurance.

C1. Know selected skills and activities which make a contribution to physical fitness.

D1. Understand the principles of exercise physiology and training in relationship to the development of personal physical fitness.

E1. Know the relationships of emotional control and stress to physical performance.

E2. Compare objective and subjective competitive situations.

E3. Perform techniques to relax and to control excitement related to participation in competitive sports.

Health

F1. Understand proper diet and changing balances in special conditions.

F2. Know ways to gain and lose weight safely.

G1. Understand the health problems of development and disease resulting from faulty nutrition.

H1. Understand the effects of regular exercise on emotional, physiological and social well-being.

I1. Distinguish between stress and distress.

J1. Understand healthy and unhealthy responses to stress and their relationships to physical and mental illness.

K1. Recognize behaviors which promote self-esteem without being destructive to self or others.

K2. Understand behaviors which positively affect the self-concept of others.

L1. Understand how several community agencies provide personal and family assistance for mental and emotional problems and chemical use and abuse.

M1. Understand how positive self-concept is developed and how it relates to physical and emotional variations and interpersonal relationships.

N1. Understand the causes of child abuse and the methods of prevention.

O1. Know the motives for use and nonuse of chemical substances and recognize alternatives.

P1. Understand how drug-related behaviors affect physical, mental, and social well-being.

P2. Understand how the misuse of chemicals can produce immediate and situational or slow-developing chronic problems.

Q1. Know how various lifestyles affect well-being.

R1. Recognize signs and symptoms indicating the need for professional medical attention.

S1. Know several health agencies and the type of medical personnel providing services for prevention and treatment of disease.

S2. Analyze valid criteria in the selection of health information, products, and services.

T1. Recognize the causes and methods of preventing common communicable and noncommunicable diseases, including dental disease.

U1. Understand the effects of certain diseases on society.

V1. Recognize the characteristics of mental health and mental illness.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 3, students should be able to:

Physical Development

A1. Wear appropriate clothing and footwear while performing physical activities.

A2. Perform with appropriate safety equipment in safe environments.

A3. Demonstrate ability to safeguard self and others while participating in physical activities.

Health

G1. Understand the importance of safety rules in the elimination of hazards.

G2. Know safety procedures when going to and coming from school.

G3. Know how to obtain help in an emergency.

G4. Identify potential hazards at home, school, and recreational sites.

H1. Know safety procedures to follow while riding in a vehicle.

H2. Know the safe way to cross a street.

H3. Know the proper hand signals to use while riding a bicycle.

I1. Know how to find the emergency phone numbers in the local phone book.

I2. Recognize emergency agencies in the local community.

J1. Know ways to prevent child abduction.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 6, students should be able to:

Physical Development

A1. Demonstrate procedures to safeguard themselves and other participants.

A2. Wear appropriate clothing and footwear while performing physical activities.

A3. Perform with appropriate safety equipment in safe environments.

Health

E1. Understand health quackery.

E2. Understand various techniques used to sell products.

E3. Know the parts of a health product label.

E4. Relate the function of advertising in promoting the sale of various health products.

G1. Recognize safety procedures at school, home and recreational sites to help prevent accidents.

H1. Understand how seat belts work and how they help reduce serious injuries.

H2. Know the proper procedures for riding a bicycle on the city streets.

I1. Know phone numbers for the local fire, police, and emergency services.

I2. Recognize the services provided by local emergency agencies.

J1. Understand precautions to prevent child abduction.

K1. Identify several hazardous environmental substances.

K2. Know ways to prevent pollution.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 8, students should be able to:

Physical Development

A1. Wear appropriate clothing and footwear while performing physical activities.

A2. Perform with appropriate safety equipment in safe environments.

Health

C1. Understand consumer fraud as it relates to their daily lives.

C2. Identify local agencies that assist consumers.

D1. Compare and contrast the differences between generic and brand-name health products.

E1. Understand factors influencing the purchase of over-the-counter drugs.

E2. Know advertising strategies used in the sale of health products.

E3. Analyze advertising strategies used to sell tobacco and alcoholic beverages.

E4. Recognize the stereotypical roles the advertising media use to influence the adolescent consumer.

F1. Analyze the parts of a health product label.

F2. Know the government agency responsible for evaluating health products.

G1. Know safety procedures needed in schools and the home to prevent accidents.

G2. Know ways to prevent fires.

G3. Know safety procedures needed to prevent sports accidents.

G4. Know the correct use of safety equipment when riding off-road, motorized vehicles.

J1. Know safety precautions babysitters can take to prevent abduction of children for whom they are responsible.

K1. Know sources of hazardous substances and their effects on health.

K2. Know the possible effects of sound on hearing.

K3. Know ways of preventing different types of pollution.

L1. Identify natural resources that are in danger of depletion now and in the future.

L2. Understand the relationships between improved socioeconomic lifestyle and environmental quality.

L3. Understand technological improvements and their impacts on the environment.

M1. Understand how population growth and decline affect the quality of life.

M2. Know factors that should be considered when planning a family.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 10, students should be able to:

Physical Development

A1. Wear appropriate clothing and footwear while performing physical activities.

A2. Perform with appropriate safety equipment in safe environments.

B1. Know the importance of proper size and construction design in selecting various sports and fitness products.

Health

C1. Know how consumers can report fraudulent health products and/or practices.

D1. Know criteria for choosing a primary physician.

D2. Know criteria for selecting over-the-counter health aids.

E1. Analyze the advantages and disadvantages of generic, as opposed to brand-name, health products.

F1. Know criteria for evaluating food products and their labels.

F2. Know criteria to use in evaluating brand names of health products for content and potential effectiveness.

H1. Know safety rules for passengers on motorized vehicles.

J1. Know safety precautions parents or siblings can take to prevent child abduction.

J2. Know precautions that can be taken to avoid rape or abduction.

K1. Know air and water pollutants and describe their effects on human health.

K2. Know the effects of sound on health.

K3. Know alternatives for dealing with toxic wastes.

K4. Recognize precautions one should take during pollution alerts.

L1. Identify examples of people's abuse of the environment.

L2. Know steps that can be taken to decrease pollution.

M1. Evaluate the effects of population growth on resources.

M2. Analyze the relationships between population growth and global pollution.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to understand consumer health and safety, including environmental health.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 12, students should be able to:

Physical Development

A1. Demonstrate safe and appropriate use of equipment in physical activities.

B1. Know essential criteria for selecting fitness and sports products and services.

B2. Identify criteria to be used when selecting sports and fitness products, services, and clothing.

Health

C1. Know several local, state and federal agencies providing consumer fraud information and assistance.

D1. Know criteria for selecting health-care practitioners and products.

E1. Identify and evaluate advertising strategies used in the sale of health products.

E2. Analyze health information presented in verbal and written form.

F1. Evaluate the contents of products affecting health.

G1. Understand safety procedures at home, workplace, school, and recreation sites for the prevention of fire, poisoning, drowning, and other accidents.

H1. Demonstrate vehicular safety procedures.

I1. Know appropriate emergency agencies and phone numbers.

J1. Know safety procedures that help in preventing child abduction.

K1. Recognize hazardous environmental substances and the efforts to control them.

K2. Evaluate situations that can be improved in their own personal environment.

L1. Understand how human relationships with the environment affect lifestyles in the present and in the future.

M1. Understand the relationships between population and resources.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 3, students should be able to:

Physical Development

A1. Maintain body control while changing speed, force, pathways and directions.

A2. Demonstrate differences in direction and pathways while throwing and receiving.

A3. Demonstrate a variety of dodging skills while participating in games.

A4. Coordinate movements with other participants.

B1. Know the body position for starting, stopping, and jumping and for selected throwing and catching skills.

B2. Identify the common cue words or hints appropriate for successful performance of selected physical skills.

B3. Know the major components of ready position, action and follow-through of selected physical activity skills.

C1. Perform the appropriate locomotor and nonlocomotor skills in time with even and uneven rhythms.

C2. Recognize phrases and accents of musical accompaniment by changing movements.

C3. Move creatively to theme ideas.

D1. Perform basic locomotor skills using a variety of time, force, directions, and pathways.

D2. Perform basic nonlocomotor skills using a variety of time, force levels and directions.

D3. Combine a variety of selected nonlocomotor and locomotor skills.

E1. Support weight on different combinations of body parts.

E2. Balance on selected large equipment.

E3. Balance on a narrow base while moving.

F1. Place-kick a stationary ball accurately with either foot.

F2. Dribble a ball with hands or with feet.

F3. Kick a stationary and rolling ball for distance.

F4. Receive balls from various directions and kick to different directions.

F5. Punt a ball.

F6. Pass a ball to a partner using a variety of throwing patterns.

F7. Throw and catch a ball a variety of distances.

F8. Strike a ball using different striking patterns.

G1. Sustain an aerobic activity for a specified period of time.

G2. Perform exercises for strength development for a specified number of repetitions.

G3. Perform static stretches for a specified time.

Health

Objectives for State Goal 4 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 6, students should be able to:

Physical Development

C1. Perform a variety of folk dance steps in time to accompaniment.

C2. Perform movement sequences to different types of rhythms.

E1. Change balance positions.

E2. Travel while maintaining balance on selected pieces of large equipment.

E3. Create a movement sequence using a variety of balance positions.

F1. Volley and receive a ball several times in succession.

F2. Strike a ball back and forth continuously using a variety of implements.

G1. Sustain an aerobic activity for a specified period of time appropriate to their developmental stage.

G2. Perform exercises for strength development for a specified number of repetitions appropriate to their developmental stage.

G3. Perform static stretches for a specified time appropriate to their developmental stage.

H1. Dribble a ball without losing control of it.

H2. Throw and kick a ball using several types of passes.

H3. Score goals by using one or two hands or feet.

H4. Hit an object consistently into the playing area.

H5. Field an oncoming object.

Health

Objectives for State Goal 4 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 8, students should be able to:

Physical Development

G1. Sustain an aerobic activity for a specified period of time appropriate to their developmental stage.

G2. Perform exercises for strength development for a specified number of repetitions appropriate to their developmental stage.

G3. Perform static stretches for a specified time appropriate to their developmental stage.

H1. Serve an object over a net and into the playing area.

H2. Throw several different sized and shaped objects.

H3. Dribble a ball in various directions.

Health

Objectives for State Goal 4 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 10, students should be able to:

G1. Sustain an aerobic activity for a specified period of time appropriate to their developmental stage.

G2. Perform exercises for strength development for a specified number of repetitions appropriate to their developmental stage.

G3. Perform static stretches for a specified time appropriate to their developmental stage.

I1. Perform activity sequences requiring cardiorespiratory efficiency.

I2. Perform a variety of activity sequences requiring flexibility.

I3. Perform a variety of activity sequences requiring muscular strength and endurance.

J1. Identify several principles of growth and development that affect performance.

J2. Perform an appropriate progression of skills in selected physical activities.

L1. Know the effects of exercise on metabolism, heart disease, and hypertension.

Health

Objectives for State Goal 4 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 12, students should be able to:

Physical Development

B1. Know the basic components of selected physical skills.

E1. Demonstrate balance in a variety of physical positions.

G1. Demonstrate a variety of skills and activities appropriate to developing cardiorespiratory efficiency, flexibility and muscular strength.

I1. Demonstrate a sequence of physical activities appropriate to develop cardiorespiratory efficiency, flexibility, muscular strength and endurance.

J1. Apply the scientific principles of growth, development and movement to a variety of physical activities.

J2. Perform a variety of physical activities which are appropriate to their own body type and composition.

J3. Identify several physical activities which may affect bone strength and growth.

K1. Demonstrate a variety of skills necessary to participate in lifelong games, sports and other physical activities.

K2. Demonstrate a variety of skills unique to several lifetime activities.

L1. Understand the concepts of physical well-being and the role of exercise in their lifestyle.

L2. Explain the role of exercise in energy balance and the maintenance of target weight.

L3. Identify the contribution of exercise to psychological well-being.

Health

Objectives for State Goal 4 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 3, students should be able to:

Physical Development

Objectives for this State Goal for Learning may be more appropriate at other grade levels.

Health

B1. Recognize healthy practices relative to nutrition, exercise, and medical and dental care.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 6, students should be able to:

Physical Development

Objectives for this State Goal for Learning may be more approporiate at other grade levels.

Health

B1. Understand health habits and their effects on well-being.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 8, students should be able to:

Physical Development

Objectives for this State Goal for Learning may be more appropriate at other grade levels.

Health

B1. Know daily practices which contribute to good health.

B2. Know practices that are detrimental to health.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 10, students should be able to:

Physical Development

A1. Know the relationship between diet and exercise in controlling body composition.

Health

B1. Analyze a personal health plan that will include diet, exercise, medical and dental care.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to plan a personal physical fitness and health program.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 12, students should be able to:

Physical Development

A1. Design a personal physical fitness program for development, improvement and maintenance of body fitness based on principles of exercise and concepts of well-being.

A2. Identify and organize into a personal program exercises/activities for development, maintenance and improvement of cardiorespiratory fitness, muscle strength and endurance, flexibility and body composition using principles of frequency, duration, intensity, specificity, warm-up and cool-down.

Health

B1. Develop a personal health plan that will contribute to general health and well-being.

B2. Analyze fad behavior as a force affecting personal health.

B3. Understand that each individual is responsible for the development of his/her own lifestyle.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 3, students should be able to:

Physical Development

B1. Know when repetition of selected skills represents success in performance.

B2. Recognize differences in distances and accuracy as a measure of success in skill performance.

B3. Assume the correct ready position for the performance of selected skills.

C1. Create sufficient force while performing selected locomotor skills to elevate the body off the surface.

C2. Coordinate foot patterns and arm swings while jumping rhythmically with or without equipment.

C3. Combine locomotor and nonlocomotor movements with sudden stops using different body parts as bases of support.

D1. Perform an activity with twisting, turning and changing body levels to a musical or rhythmic accompaniment.

D2. Manipulate an object in time to an accompanying underlying beat.

D3. Perform the body movements of selected structured dances in time to a musical or rhythmic accompaniment.

E1. Maintain body control while quickly starting, stopping, turning, changing direction and dodging.

Health

Objectives for State Goal 6 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 6, students should be able to:

A1. Follow the established safety rules for complex motor activities.

B1. Measure distance with a tape.

B2. Read a stop watch to determine the time elapsed.

B3. Evaluate subjectively personal performance of selected skills.

C1. Combine different locomotor and rolling movements.

C2. Demonstrate combined jumping, throwing and catching skills.

C3. Travel along equipment by transferring weight to various body parts.

C4. Demonstrate a variety of step patterns while performing a jumping activity.

D1. Design a sequence that demonstrates directional changes while using a partner.

D2. Design and perform a four-part aerobic sequence to a musical or rhythmic accompaniment.

D3. Design and perform a four-part ball or rope skills sequence using accompaniment.

E1. Participate in one defensive and one offensive strategy play appropriate to informal team ball games.

E2. Design a simple team game for a small group that includes basic skills, boundaries, ways to start, methods of scoring, rules, penalties and safety.

E3. Apply game rules accurately.

F1. Perform accurately the necessary basic skills in a game.

F2. Perform accurately the necessary basic skills of one self-testing type game.

F3. Use appropriate defensive strategies to assist teammates.

F4. Guard an opponent and move to intercept passes.

Health

Objectives for State Goal 6 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 8, students should be able to:

A1. Perform lifting and stretching activities with proper form and safety.

A2. Perform appropriate warm-up and cool-down exercises.

B1. Identify errors in position plays and strategies during team games.

B2. Apply rules of team sports accurately.

D1. Perform a variety of structured rhythmic activities with different accompaniments.

E1. Select appropriate strategies to offset either a defensive or an offensive situation in a team sport.

E2. Demonstrate knowledge of rules in selected team sports.

G1. Perform team-type sports and demonstrate correct skills and position during play.

G2. Perform several individual/dual sports and demonstrate correct skills and position during play.

Health

Objectives for State Goal 6 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 10, students should be able to:

B1. Apply rules of individual/dual sports.

B2. Identify errors in position play and strategies during individual/dual sports.

G1. Perform several rhythmic movement activities using correct patterns, timing, and form.

G2. Perform several individual/dual sports and demonstrate correct skills and position during play.

H1. Select appropriate strategies to offset either a defensive or an offensive situation in an individual/dual sport.

H2. Demonstrate knowledge of rules in selected individual sports and self-testing events.

I1. Contrast aggressive behavior with aggressiveness.

I2. Keep body under control while performing.

J1. Demonstrate the transfer of skills and/or strategies of one activity to another similar activity.

K1. Demonstrate the movement principles of acceleration and stability.

K2. Demonstrate principles of force generation and absorption.

K3. Apply spin on various sized objects.

Health

Objectives for State Goal 6 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to perform a variety of complex motor activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 12, students should be able to:

Physical Development

B1. Evaluate personal performance in selected physical activities.

E1. Apply appropriate rules, strategies and skills in selected games, activities and sports.

E2. Perform advanced skills and strategies appropriate to selected team, dual and individual sports.

G1. Demonstrate the ability to participate in a variety of complex activities and sports.

G2. Design a movement sequence utilizing the components of force, time, space and flow.

H1. Know the basic principles of psychology necessary for optimal physical performance in complex motor acitivities.

H2. Compare the effects of anxiety as a personality trait and anxiety which results from competition.

H3. Identify several learning styles and discuss their influence on skill acquisition.

H4. Identify personal goals for performance of skills in selected activities and develop a motivational plan to accomplish them.

I1. Distinguish between efficient and inefficient movements in complex physical activities.

I2. Analyze and evaluate their own performance and integrate information into subsequent successful performance.

J1. Adapt acquired complex motor skills into new movement patterns.

J2. Learn independently a new sport, game, activity or dance.

J3. Demonstrate the transfer of skills and/or strategies of one activity to another similar activity.

K1. Apply movement principles to improve performance in selected complex motor activities.

Health

Objectives for State Goal 6 are related to physical development.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 3

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 7

By the end of GRADE 3, students should be able to:

Physical Development

Objectives for this State Goal for Learning may be more appropriate at other grade levels.

Health

C1. Know basic first aid for bleeding as the result of minor cuts.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 6

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 7

By the end of GRADE 6, students should be able to:

Physical Development

A1. Climb and descend a ladder or other suspended equipment demonstrating proper and safe form.

A2. Lift, carry, lower, push and pull objects with correct posture.

A3. Drop in a standing position from a height to the ground and land with correct technique.

Health

C1. Know the steps in administering aid for choking.

C2. Recognize life-threatening emergencies.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 8

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 7

By the end of GRADE 8, students should be able to:

Physical Development

A1. Climb and descend a hanging rope demonstrating proper form.

Health

C1. Know procedures for rescuing victims of electric shock.

C2. Know procedures to aid victims in danger of drowning.

C3. Know how to give first aid to a choking victim.

C4. Know how to identify a victim of traumatic shock.

C5. Know the first-aid procedures for victims of burns, poisoning or bleeding.

C6. Know basic first-aid procedures for a fracture.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 10

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 7

By the end of GRADE 10, students should be able to:

Physical Development

B1. Know or demonstrate rescue procedures in aquatic emergencies.

B2. Describe safety precautions when removing themselves from a variety of life-threatening situations.

Health

C1. Know the four urgent actions to be taken at the scene of an accident.

C2. Know the four techniques for controlling severe bleeding in proper order.

C3. Understand the first-aid and rescue procedures for emergency situations.

C4. Recognize the local warning signals for natural disasters.

C5. Understand procedures to follow in case of natural disaster.

D1. Know locations for CPR training in the community.

PHYSICAL DEVELOPMENT AND HEALTH
GRADE 12

STATE GOAL FOR LEARNING 7

As a result of their schooling, students will be able to demonstrate a variety of basic life-saving activities.

SAMPLE LEARNING OBJECTIVES FOR GOAL 7

By the end of GRADE 12, students should be able to:

Physical Development

A1. Demonstrate life-safety skills of climbing, lifting, carrying, pushing, pulling and falling.

B1. Know rescue skills appropriate to a variety of life-threatening situations.

Health

C1. Understand essential skills and procedures for use in life-threatening situations.

C2. Know accident causation and prevention and how to establish priorities for actions at the scene of an emergency.

D1. Know sources of training for cardiopulmonary resuscitation.

D2. Evaluate the roles and functions of organizations and groups in modifying and controlling environmental hazards.

APPENDIX A

STATE GOALS FOR LEARNING--SIX AREAS OF LEARNING

LANGUAGE ARTS

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

MATHEMATICS

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;

- understand and apply geometric concepts and relations in a variety of forms;

- understand and use methods of data collection and analysis, including tables, charts and comparisons;

- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

BIOLOGICAL AND PHYSICAL SCIENCES

Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;

- the social and environmental implications and limitations of technological development;

- the principles of scientific research and their application in simple research projects;

- the processes, techniques, methods, equipment and available technology of science.

SOCIAL SCIENCES

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;

- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;

- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

- demonstrate a knowledge of world geography with emphasis on that of the United States;

- apply the skills and knowledge gained in the social sciences to decision making in life situations.

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;

- identify processes and tools required to produce visual art, music, drama and dance;

- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;

- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;

- describe the unique characteristics of each of the arts.

PHYSICAL DEVELOPMENT AND HEALTH

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;

- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;

- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

APPENDIX B

LEARNING OBJECTIVES AND ASSESSMENT--QUESTIONS AND ANSWERS

Question: When will the first plan be due?

Answer: The first plan must be submitted by August 31, 1987.

Question: Can a district submit its plan earlier so that the objectives, assessment systems, and reporting procedures are approved prior to the beginning of the 1987-88 school year?

Answer: Yes. The State Board will be prepared to receive plans in the spring of 1987. Districts are encouraged to submit their plans as early as possible.

Question: What are the criteria for the approval of plans?

Answer: Specific criteria will be listed in rules currently being developed for this program. The criteria will be based on the legislative requirement that the local objectives meet or exceed the State Learning Goals, that the assessment procedures are adequate to determine the degree to which students are meeting these objectives, and that reporting procedures are sufficient to inform the public about the objectives, the assessment results, and the plans for improvement.

Question: What assistance is available to school districts?

Answer: Many forms of assistance are presently available and others are being developed:

1. The Illinois General Assembly appropriated $2.7 million in FY 86 and $2.55 million in FY 87 to assist local school districts in implementing this program. Each district may receive $1.31 per enrolled student this year by submitting an application for funds by October 15, 1986.

2. A final set of Sample Learning Objectives in each of the six fundamental areas of learning will be distributed in late September 1986; these will be based on revision of the Draft Model Learning Objectives in the six fundamental areas that were released in the spring of 1986.

3. An assessment item bank is being developed and test items from that bank will be available to districts in the fall of 1987.

4. Ten local school districts were funded in FY 86 as demonstration sites for development of model outcome/assessment systems and materials. Plans to continue and to expand this effort in FY 87 are under development.

5. Consultants to assist local school districts in the area of reading are available through the Educational Service Centers. Consultants in other areas will soon be available.

6. Workshops will be conducted and materials and publications will be distributed beginning this winter.

Question: How can a district receive assistance?

Answer: Districts should contact the Educational Service Center in their area. In addition, information and assistance regarding the development of objectives can be received from the Program Planning and Development Section or the Program Evaluation and Assessment Section, State Board of Education.

Question: Does a school district have to adopt the Sample Learning Objectives?

Answer: No. They are samples provided only to assist districts in the development of their local objectives.

Question: Why are there state test items?

Answer: In order to measure student learning against the state goals, the legislation requires that state test items be included in the local assessment system.

The General Assembly has indicated that it expects to receive information to help answer at least the following questions:

> How does student performance in Illinois schools compare with statewide student performance?
>
> To what extent are trends in achievement in each Learning Outcome area indicating decline, stability, or growth in performance over time?

Each of these questions will be studied by using the results of the state items for each grade and curricular area tested.

Question: How will the state testing items be developed?

Answer: Illinois teachers and other education professionals selected statewide will form committees that will help match test items to the state goals and construct the pilot tests. The items will be field-tested, statistically analyzed, and reviewed again by the committees.

Question: What will the relationship between state assessment items and the Sample Learning Objectives be?

Answer: There will be no direct relationship between the two. State assessment items will be based on the State Goals for Learning.

Question: Are Sample Learning Objectives the same as instructional objectives?

Answer: No. The Sample Learning Objectives define knowledge or skills at a school district, rather than a classroom, level. In that sense, they are more like school district learning goals than typical instructional objectives. In fact, they are called "objectives" in strict compliance with the language of the law. For all practical purposes they can be viewed as school district learning goals.

Question: Will the state testing items be available to the schools in advance?

Answer: The state testing items to be administered in any given year will not be available to schools for preview. However, sample items will be published for all student learning outcomes. These will be sent to all school districts prior to administration of state testing items in a curricular area. For example, a booklet of sample mathematics test items will be sent to districts prior to the administration of state mathematics testing items in spring of 1989. The booklet will contain sample items for all mathematics learning outcomes, keyed to the four grade levels to be tested (i.e., 3, 6, 8, and 10).

Question: To whom and how will state testing data be reported?

Answer: Each school will receive its students' mean scores in raw score units as well as the school's percentile rank in Illinois for each Learning Outcome area tested as well as comparisons by Learning Outcome area statewide.

Each school district will receive the above results for each of its schools as well as similar mean scores for the district as a whole.

The General Assembly and the Governor will receive a report from the State Board including:

- o the state's average performance and range of achievement for each learning area tested in raw score units and percentiles;
- o results of additional statistical analyses and interpretations, especially curricular strengths and weaknesses, trends and evidence of significant correlations; and
- o national comparisons.